शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



2-6 June 2025

Capacity Building Programme for Faculties of SCERT and DIET on the Effective Implementation of NEP 2020 and NCF-SE 2023

Venue:
SIE, Shiksha Sadan, Port Blair, Andaman & Nicobar Islands

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Capacity Building Program for Faculties of SCERT and DIET on the Effective Implementation of NEP-2020 and NCFSE 2023

A Report

02-06 June 2025

Venue: SIE Shiksha Sadan, A&N Islands

National Centre for School Leadership

National Institute of Educational Planning and Administration 17-B, Sri Aurobindo Marg New Delhi

Capacity Building Program for Faculties of SCERT and DIET on the Effective Implementation of NEP-2020 and NCFSE 2023

02-06 June 2025

Context

The State Institute of Education (SIE), Shiksha Sadan, Sri Vijaya Puram, in collaboration with NIEPA, New Delhi conducted a 5-day capacity building program for SIE and DIET faculty on Effective Implementation of NEP 2020 and NCFSE-2023 at Shiksha Sadan, Sri Vijaya Puram. The 5-day Capacity Building Program aims to equip faculty members of the State Institutes of Education (SIE) and District Institute of Education and Training (DIET) with necessary knowledge and skills to effectively implement the National Education Policy 2020 and National Curriculum Framework for School Education 2023. This Program focusses on transforming teaching-learning approaches and assessment practices aligned with the new educational reforms.

Objectives

The 5-day workshop had the following objectives:

1) To familiarize participants with key aspects of NEP 2020 and NCFSE 2023
2) To enhance pedagogical competencies for implementing experiential learning
3) To develop skills for outcome-based education and assessment
4) To create awareness about integrating technology in education
5) To build capacity for mentoring schoolteachers in implementing new frameworks

Organization and Modality of the Workshop

The workshop was organized by the State Institute of Education, Department of Education, A&N Administration, Shiksha Sadan, Sri Vijaya Puram in a face-to-face mode. The participants are faculties of SIE and DIET. The resource persons were from National Institute of Educational Planning and Administration, New Delhi.

Capacity Building Program for Faculties of SCERT and DIET on the Effective Implementation of NEP-2020 and NCFSE 2023

Date: 2-6 June 2025

Venue: SIE Shiksha Sadan, A&N Islands

Time	**Day 1: 2nd June 2025**		
0945-1050 hrs	**Inaugural Session**		
0945-1000 hrs:	Lamp Lighting		
1000-1010 hrs	Welcome and Felicitation of Chair		
1010-1015 hrs	About NCSL: Dr Santwana Mishra, Associate Professor, Incharge of the Office of NCSL, NIEPA		
1015- 1025 hrs	Programme in Brief: Dr Santwana Mishra, Incharge of the Office of NCSL, NIEPA and Dr Charu Smita Malik, Assistant Professor, NCSL		
1025-1045 hrs	Keynote Address: Dignitaries, Department of Education, A&N Islands		
1045-1050 hrs	Vote of Thanks: SIE Shiksha Sadan, A&N Islands		
1050 -1115 hrs	**Tea Break**		
	Session	**Facilitators**	**Expected Outcomes**
1115-1300 hrs	Overview & Vision of National Education Policy 2020	Dr Santwana Mishra & Dr Shadma Absar	Participants build an understanding of the NEP 2020 in the context of school education
1300 -1400 hrs	**Lunch Break**		
1400 -1545 hrs	Group Activity on Understanding the context of School Education in Andaman & Nicobar Islands (SGOC Analysis)	Dr Shadma Absar	Participants brainstormed on Strengths, Gaps, Opportunities and Challenges with respect to the context of School Education in Andaman & Nicobar Islands

1545 -1600 hrs	**Tea Break**		
1600 -1715 hrs	Group Presentation on Understanding the context of School Education in Andaman & Nicobar Islands (SGOC Analysis)	Dr Shadma Absar	Participants brainstormed on Strengths, Gaps, Opportunities and Challenges with respect to the context of School Education in Andaman & Nicobar Islands
	Day 2: 3rd June 2025		
0930 – 1115 hrs	National Curriculum Framework on School Education 2023: Key Features	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants deep dive into the NCF 2023 and derive learnings for school education
1115 – 1130 hrs	**Tea Break**		
1130 – 1300 hrs	Enhancing Pedagogical Competencies for Implementing Experiential Learning	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants learn about innovative pedagogical approaches for Implementing Experiential Learning
1300 – 1400 hrs	**Lunch Break**		
1400 -1545 hrs	**Group Activity**: What makes a leader pedagogically innovative? - Discussion on modern pedagogical approaches and active learning techniques	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants will recognize how innovative leadership transforms teaching methods and student engagement
1545 - 1600 hrs	**Tea Break**		
1600-1715 hrs	Group Presentation	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants come up with unique and innovative pedagogical approaches for transformative processes

	Day 3: 4th June 2025		
0930 -1115 hrs	Leadership and Motivation: Transforming School Ecosystem	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants were familiarized with the understanding of Leadership and Motivation in the context of schools
1115 -1130 hrs	**Tea Break**		
1130 -1300 hrs	Leading Skills and Vocational Education in Government Schools	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants get an understanding of Leading Skills and Vocational Education in Government Schools
1300 -1400 hrs	**Lunch Break**		
1400 -1530 hrs	Emotional Intelligence: Empowering Self and Others	Dr Santwana Mishra and Dr Gyaneshwari Longjam	Participants were capacitated on developing Emotional Intelligence as a tool to empower self and others in an organization
1530 - 1545 hrs	**Tea Break**		
1545 -1715hrs	Emotional Intelligence: Empowering Self and Others	Dr Santwana Mishra and Dr Gyaneshwari Longjam	Participants were capacitated on developing Emotional Intelligence as a tool to empower self and others in an organization
	Day 4: 5th June 2025		
0930-1115 hrs	NEP 2020 and Competency-Based Education	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants gained a deeper understanding of National Education Policy 2020 and Competency-Based Education

1115-1130 hrs	**Tea Break**		
1130-1300 hrs	NEP 2020 and Competency-Based Education	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants gained a deeper understanding of National Education Policy 2020 and Competency-Based Education
1300 -1400 hrs	**Lunch Break**		
1400 -1530 hrs	Mentoring and Teachers' Professional Development	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants learn various strategies to execute their role as a Mentor and as a facilitator for Teacher Professional Development
1530-1545 hrs	**Tea Break**		
1545-1715 hrs	**Group Activity:** Role Play on Mentoring and TPD	Dr Charu Malik and Dr Gyaneshwari Longjam	Participants learn role competencies with respect to their role as a mentor
	Day 5: 6th June 2025		
0930 -1115 hrs	Action Research	Dr Charu Malik	SCERT and DIET Faculty learn basic concepts of action research
1115 -1130 hrs	**Tea Break**		
1130 -1300 hrs	Group Work on Developmental Planning for School Ecosystem	Dr Gyaneshwari Longjam and Dr Tripti Singh	SCERT and DIET Faculty were engaged in Developmental Planning for School Ecosystem
1300 -1400 hrs	**Lunch Break**		
1400 -1530 hrs	Group Work on Developmental Planning for School Ecosystem	Dr Charu Malik	SCERT and DIET Faculty were engaged in Developmental Planning for School Ecosystem
1530-1545 hrs	**Tea Break**		
	VALEDICTORY SESSION		

1545 - 1700 hrs	A brief on Workshop Proceedings: Feedback from the Participants Certificate Distribution Vote of Thanks

Proceedings of the Workshop

Day 1: 2nd June, 2025 Inaugural Session

Time: 0945-1050 hrs

The State Institute of Education (SIE), Shiksha Sadan, Sri Vijaya Puram in collaboration with National Centre for School Leadership, NIEPA, New Delhi conducted ten days workshop for Vice Principals on 'School Leadership Program' from June 2 to June 13 2025 and also a five-day Capacity Building Program for SIE and DIET Faculty on 'Effective Implementation of NEP 2020 and NCFSE 2023 at Shiksha Sadan, Sri Vijaya Puram. The Program was inaugurated by the Secretary (Education), Shri L Kumar, IAS who graced the occasion as Chief Guest. The Secretary (Education) appreciated the initiatives for school leaders and urged all participants to make the most of the program and aimed to improve school education. The Director of Education, Shri Vikram Singh also graced the inaugural function. Dr Santwana Mishra, Associate Professor, NIEPA, and In charge of the Office of NCSL, NIEPA, New Delhi outlined the objectives of the program and its relevance to school heads. She encouraged the participants to actively engage in the school leadership program, which emphasizes creativity and a strong focus on leadership in schools.







Further, Smt. Sangeeta Chand, Principal, State Institute of Education, A&N Islands, welcomed all the participants. The inaugural was attended by NCSL Faculty, NIEPA, New Delhi, particularly Dr Charu Smita Malik, Dr Shadma Absar, Dr Gyaneshwari Longjam and Dr Tripti Singh who served as resource persons throughout the workshop. Shri Gyansheel Dubey, DDE (HoO), Shri S Suresh Kumar, SPO (SMSA), and Smt. Archana Singh, Deputy Director Education (Planning) was also present. The inaugural concluded with a Vote of Thanks by Smt. Sunita Sharma, Faculty, State Institute Education, Andaman & Nicobar Islands.

Tea Break

Day 1

Session 1& 2: Overview& Vision of National Education Policy 2020

The sessions conducted post inaugural session were facilitated by Dr Santwana G Mishra and Dr Shadma Absar. Dr Mishra began the session highlighting the need and relevance of the National Education Policy 2020 and pointed out the country has developed this policy after a gap of almost 35 years. Dr Mishra reiterated that the policy is extremely relevant and pragmatic keeping mind the Sustainable Development Goals and need for child centred education for the country. Dr Mishra then explained the salient features of the NEP 2020, during her sessions she gave a lot relevant and context specific examples. She then elaborated the Key principles of the National Education Policy 2020 and explained that how these principles are going to influence the learning teaching in the Schools of India. Later, Dr Shadma talked about the proposed changes in the Pedagogical and Curricular structure of School Education in India and pointed that out the how integration of Pre School education has evolved from 10+2 system to the new 5+3+3+4 structure.



Dr Mishra than highlighted the importance of learning in mother tongue and how NEP 2020 has paved the way for promoting multilingualism in the country. She also stressed that the NEP 2020 proposes extensive use of technology for teaching and learning of different languages and to popularize language learning. She also pointed out that NEP 2020 has emphasized the Efficient Resourcing and Effective Governance through School Complexes/Clusters in the system of School Education. She also emphasized that NEP 2020 proposes a lot of flexibility for learners in choosing their individual curricula, subjects and skills that they want to acquire. It also envisions that capacities need to be

developed in all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world.

After the tea break Dr Shadma spoke about how NEP 2020 has made provisions for empowering teachers and building their capacities. She talked about the expectations NEP 2020 has from the teachers of the country. Later, Dr Shadma pointed out that for the very first time an Educational Policy has enunciated a mandate for the school heads, the policy clearly emphasized that how School Heads as Leaders can build positive culture in their schools, which in turn can transform the schools and lead to a productive and engaging atmosphere for all stakeholders. Dr Shadma then pointed out that NEP 2020 also emphasized about the role of school head as a pedagogical leader, s/he must be able to lead learning in schools. NEP 2020 also mandated 50 hours of Continuous Professional Development for teachers and 50 hours or more of CPD for School Heads.

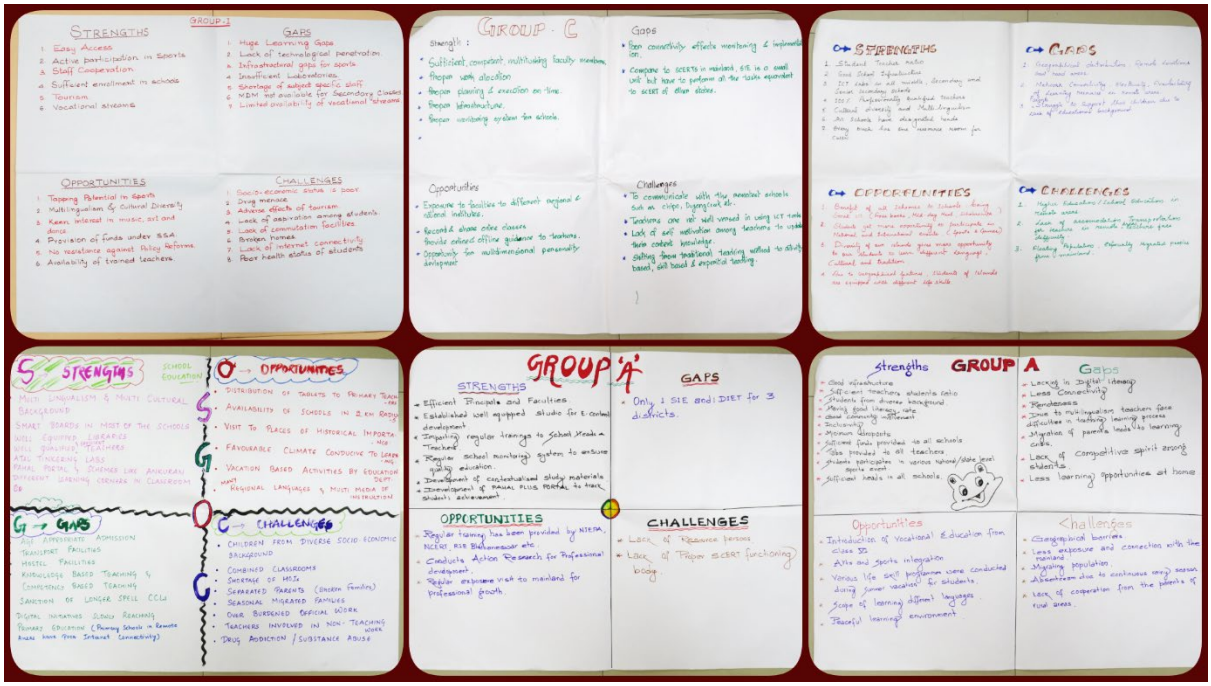
Dr Santwana also discussed reforms in the assessment of learning, learning outcomes, competencies and skills a child must have after s/he passes out from the school. She laid a lot of emphasis through examples from her field visits that how the initiatives led by the NEP 2020 are bringing changes in teaching learning processes in the school.

Session 3 &4: Group Activity on Understanding the context of School Education in Andaman and Nicobar Island (SGOC Analysis)

The third and fourth sessions of the day were facilitated by Dr Shadma Absar. The session was based on ***Understanding the context of School Education*** **in Andaman and Nicobar**. The session was activity based, participants were divided in three groups and were instructed to discuss and deliberate on the Strengths, Gaps, Opportunities and Challenges of the School Education System in Andaman & Nicobar Islands. They were then instructed to develop two SGOCs based on the following:

a) SGOC for their respective institute of deployment State Institute of Education or District Institute of Education and Training (SIE & DIET)
b) SGOC for the School Education system of the Union Territory of Andaman & Nicobar Islands

The participants then discussed in groups with respect to the Strengths, Gaps, Opportunity and Challenges of their respective institutes (SIE& DIET) and School Education of Andaman & Nicobar Islands, and later on listed points on the Chart papers given to them in four quadrants.



After the Group Work the participants did Group Presentations on their respective SGOCs. This activity helped the participants to understand and analyse the existing strengths, available opportunities and how to turn the gaps and challenges into opportunities or strengths. They were able to contemplate upon the possibilities of transforming gaps into opportunities.

During presentations, the participants highlighted the availability of good infrastructure, trained, qualified & efficient teachers, availability of smart boards in majority of the schools, designated school heads in majority of schools, well equipped libraries, initiatives like PAHAL and ANKURAN, Multilingualism and multicultural background, good pupil teacher ratio, high literacy rate, inclusion, sufficiency of funds, and low dropout rate as Strengths.

Participants also elaborated upon the opportunities that are available with them, which included provisioning of direct benefit transfers to students which included free books, mid- day meals etc., students get opportunity to participate in National and International activities, diversity of the Island provides opportunity to students to learn different languages, cultures and traditions, opportunities in tourism, students are equipped with different life skills.

The major challenges that they highlighted were location of schools in remote areas, lack of transportation and accommodation for teachers in remote areas, floating population, migration, children from diverse socio-economic backgrounds, combined classrooms, shortage of head of institutions, separated families, teachers involved in non-teaching activities and substance abuse among children.

For the SGOC of the institutes (SIE & DIET) participants identified availability of sufficient, competent, multitasking faculty members, proper work allocation, effective planning and execution, good infrastructure, proper monitoring, trained faculty, development of the PAHAL portal as strengths of their institutes.

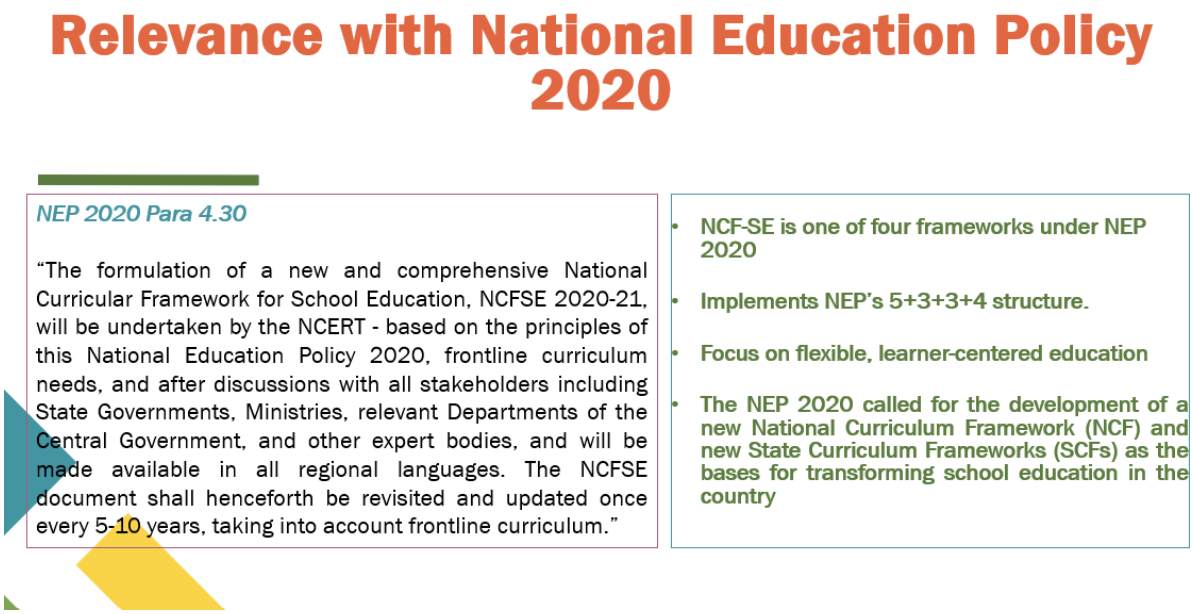
At the end of the day, participants appreciated and acknowledged the relevance of the activity. They expressed their emotions and agreed they have now realised that how to utilise their strengths and opportunities and transform their school education system.

Day 2: 3rd June 2025

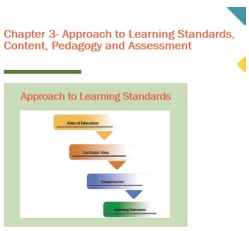
The day began at 0930 am with a brief review of the concepts transacted on Day One. Carrying forward the discussions on National education Policy 2020, Dr Charu Smita Malik, facilitated 4 sessions on the following themes:

a) National Curriculum Framework on School Education
b) Pedagogical Leadership for Enhancing Student Learning Outcomes

The first session on **NCF-SE 2023** was centred around understanding the foundational elements within the NCF, ranging from curricular goals, to key thematic areas and competency-based education.



Through the proceedings of an interactive session, Dr Malik explained in detail the various components of a competency, that are, knowledge, skills, attitudes and values. These domains need to be kept in mind while one is assessing student competencies. The session emphasized the approach to learning standards as explained in the NCF, where we need to first articulate the aims of education; henceforth, arrive at curricular aims from the larger aims of education; derive the competencies that are required progressively at every stage and thereafter ascertain the learning outcomes.



Part-B- Cross Cutting Themes

- Chapter 1 on **Rootedness in India and Indian Knowledge Systems** discusses how character building occurs through the development of values that can be learned from the rich heritage of knowledge that emerged and developed in the country and its relevance to current aims of education. India's ancient wisdom, its unique Guru-Shishya tradition, the schools and practices of thought in various fields, and its modern thinking find a place in NCF.

- Chapter 2 on **Values and Dispositions** foregrounds the importance and the challenge of teaching values and dispositions in schools and shows how it has been pragmatically and creatively approached in the curriculum.

- Chapter 3 on **Learning about and Caring for the Environment** discusses environmental literacy for students, sustainable practices, positive regard and respect for the natural environment, and other such capacities that will be taught in multiple ways in multiple areas of the curriculum.

- Chapter 4 on **Inclusion in Schools** lays out the innumerable ways in which this NCF urges the schooling system to encompass the learning needs of students of varied abilities and from varied walks of life ensuring no child gets left behind.

- Chapter 5 on **Guidance and Counselling** in Schools lays the foundational ideas for setting up support systems within schools that will deal with offering curricular and psycho-social advice, enabling all students to flourish and achieve their fullest potential.

- Chapter 6 on **Educational Technology** in Schools lays out ways in which Information and Communication Technology (ICT) can enhance educational processes and learning in schools through digital literacy and empowerment.

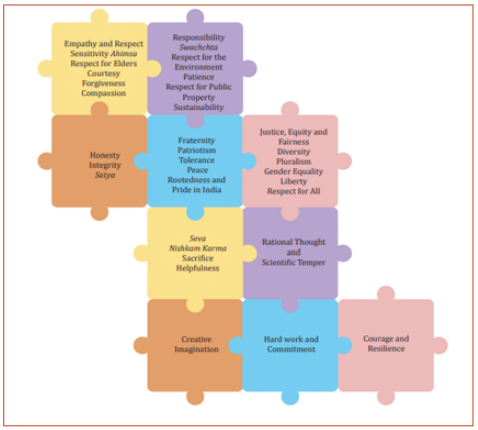
The session continued with a detailed discussion on cross-cutting themes identified by the NCFSE which are Rootedness in India and Indian Knowledge Systems, Values and Dispositions, learning about caring for the environment, inclusion in schools, guidance and counselling and educational technology. Thereafter there was an interaction on what the participants thought constituted school culture and school processes, to create the necessary condition to achieve the curricular aims as outlined in school-based curriculum.

Part D- School Culture and School Processes

This part discusses the kind of ethos schools need to create that is essential to achieve the Aims of Education envisaged in this NCF. Developing and maintaining such a culture and ethos needs conscious and deliberate effort. The result of such efforts is an immersive experience for students and this experience should enable a positive learning environment as well as result in acquiring desirable values and dispositions.

Chapter 1 on School Culture outlines ways in which a school can cultivate a rich, vibrant, and shared life of learning for all its members.

Chapter 2 on School Processes discusses various aspects of administrative and academic functioning that schools can consider to become effective in achieving their organisational and educational goals.



The sessions post-lunch focused on the Role of School Leader as a Pedagogical Leader. Dr Malik explained the concept of pedagogical leadership vis-à-vis other significant models that exist in the literature on school leadership.

Models on 'Learning' in School Leadership

- **Leadership for Learning-** is conceptualized around values and beliefs, leadership focus, contexts for leadership and sharing leadership (Hallinger 2018, 2014, 2011)
- **Instructional Leadership** – can be explained as direct or indirect behaviours that significantly affect teacher instruction and as a result student learning (Hallinger and Murphy 1987, Gupton 2003, Leithwood et.al. 2004)
- **Pedagogical Leadership** – is predicated on informed teacher practice and reflection. PL demonstrates credible knowledge of learning and teaching in conjunction with knowledge of processes of improving school-wide learning (Macneill et.al. 2005, Fonsen et.al. 2020, NCSL 2021).

The participants were asked to reflect upon the essential characteristics of pedagogical leadership. Further, the participants were divided into groups to brainstorm on how can school leaders create a conducive environment in schools, so that pedagogical leadership can have a positive impact on learning outcomes and foster teacher professional development. The last session on Day 2 was focussed on creating annual pedagogical plans. The participants were oriented on the steps to develop APAs and they engaged in creating rough drafts.

Annual Pedagogical Plan

- Annual Pedagogical Plan is a forward-looking strategic plan that is built on the identified needs and gaps of students
- Broad overarching structure provides ample flexibility to school to cater to their respective socio-economic and cultural context
- Process based planning exercise aiming at improving the schooling processes to ensure that all student learn – learning is at the core
- Developed on a continuum of School Improvement with a focus on learning

Towards the end of the session, 2 Faculty of SIE who had created an academic year plan for improving learning outcomes in elementary schools of A&N Islands presented the plan and NCSL reviewed the plan.

Day 3rd: 4th June 2025

0930-115 hrs Leadership Motivation: Transforming School Ecosystem

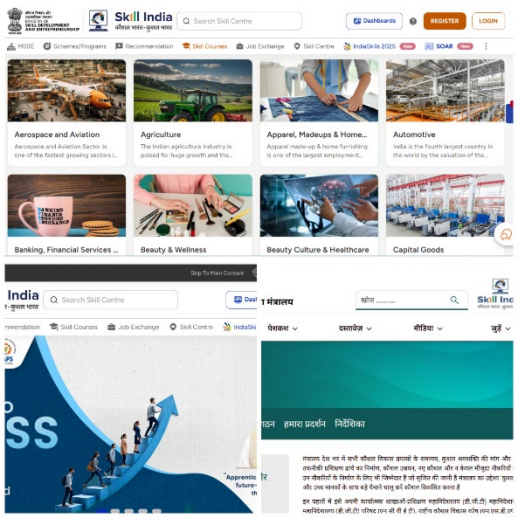
The session started after a short tea break. It initiated with a brief discussion about 'Leadership and Motivation' and facilitated by Dr Gyaneshwari Longjam & Dr Tripti Singh. McClelland's theory of motivation was well explained by Dr Longjam and she further explained the complete framework for understanding how different people are motivated, suggesting that achievement, affiliation, and power are key driving forces, and these needs are learned over time. It was also discussed that humans have three types of emotional needs: achievement, power and affiliation. The different types of needs were explained like i) Learned Needs: McClelland believed that these needs are not innate but are learned through social experiences and cultural influences, ii) Dominant Needs: Individuals typically have one dominant need that influences their motivation and behavior, although they may also have a mix of all three and iii) Impact on workplace: Understanding these needs can help managers tailor tasks, feedback, and leadership opportunities to motivate employees effectively. Dr Tripti explained how to relate motivation theory with educators and how to implement the theory in real life scenarios in the school system.



1130 -1300 hrs

The second session of the day was on the theme Leading Skills and Vocational Education in Government Schools. The facilitators of the session were Dr Charu Smita Malik and Dr Gyaneshwari Longjam. The expected outcomes of the session were to allow the participants to get an understanding of Leading Skills and Vocational Education in Government Schools.

The session was intended for the discussions on various themes to be integrated in the teaching-learning on Leadership for implementing skills-based and vocational education in Government schools. Further all participants introduced themselves with their work profile and the vocational trade running in their respective schools.



Dr Charu also shared about the expectations of the Ministry about what types of skill may be included by School Heads for the enhancement of employability of students in future. She also shared that NCSL has tried to gather the expectations of all the stakeholders pertaining to the theme, so that better output can be produced by the Centre. She shared about the various jobs

available in the MSDE website. They also emphasized on the upcoming worlds skill competition.

Some videos were also shown during the session to encourage and inspire the participants. Some of the links are:

Video on Your skill is your honor (Hunar hain toh kadar hain)

https://www.youtube.com/watch?v=BQ71KUPSBO4

https://www.youtube.com/hashtag/isupportskillindia (MSDE Skill India)

https://www.campaignindia.in/video/urban-company-pushes-for-dignity-of-labour/492798 (Urban Clap Advt)

https://www.youtube.com/watch?v=KbR2sicUvYw #ISupportSkillIndia: Chalo Kaam Karein Song By MSDE

https://www.youtube.com/watch?v=cffzQpGJgCM WorldSkills Kazan 2019 where Indian Youth performed amazingly well in the competition held

Further it was shared that till today society is not accepting Vocational Education as valuable subject but at the same time there is other section of the society where people are getting education up to 10-12 class and then they are trained in one job role and become expert like carpenter or hair dresser. She added that most of the industries are facing the problem of lack of skilled manpower. At the same time in our country, parents don't want to send their children for vocational training because of the issue of prestige, So, there is a need to change the thinking and mindset of the society. Principals and Vocational trainers can do role modeling to change the perception of society regarding the significance of skilling and vocational streams.



She elaborated the outline and the benefits of implementing Skills and Vocational Education in Schools and discussed its integration in to the broader educational ecosystem. She also threw some light on Pradhan Mantri Kaushal Vikas Yojana (PMKVY) which is the flagship scheme of the MSDE implemented by National Skill Development Corporation (NSDC). The objective of this Skill Certification scheme is to enable Indian youth to take up industry relevant skill training that will help them in securing a better livelihood. Ministry is focusing on increasing the apprenticeship.

The facilitators explained that Schools provide an environment for systematic teaching-learning to the learners for acquiring knowledge, skills, and attitude required to meet the varied aspirational needs and educational goals. Vocationalization of education can be seen as an instrument for providing diversification of educational opportunities, enhancing individual's employability, and enabling individual to pursue higher education. They also explained Vocational education in the light of NEP-2020.





Towards the end of the session a small activity was conducted where the participants listed the various recommendations pertaining to their schools that can be done and which they had focused in their respective schools. Their gestures showed the confidence of their experience and their genuine efforts. The session dispersed for a short tea break.

Day 4: 5th June 2025

Day 4 focussed on orienting the SIE-DIET Faculty on National Professional Standards for Teachers (NPSTE) 2023 prepared by NCTE.

Why TPD…

- ✓Impact on Learners
- ✓Impact on learning outcomes
- ✓Teachers as Learners
- ✓Engaging in reflection
- ✓Increased Motivation

The session discussed each of the stages of professional standards outlined for the teachers, useful not only for third party evaluation but most importantly for self-assessment. The three categories of teachers are referred to as: 1) proficient teacher (PRAVEEN SHIKSHAK), 2) advanced teacher (UNNAT SHIKSHAK) and 3) expert teacher (KUSHAL SHIKSHAK). The NPST document outlines htree Standards against which teachers can be assessed: 1) Core Values and Ethis, 2) Knowledge and Practice, and 3) Professional Growth and Development.

Teacher Professional Development

- ✓**In Service Programmes**
- ✓**observation visits to other schools**;
- ✓**participation in a network of teachers formed specifically for the professional development of teachers**; PLCs
- ✓**individual or collaborative research on a topic of professional interest**; and
- ✓**mentoring and/or peer observation and coaching**, as part of a formal school arrangement.

TPD.....

- ✓**Training/Capacity Building/ Continuous Professional Development**
- ✓**Self Reflection**
- ✓**Self Reading, Listening Podcasts**
- ✓**Action Research**
- ✓**Trial and Error**
- ✓**courses/workshops** (e.g. on subject matter or methods and/or other education-related topics)
- ✓**education conferences or seminars** (at which teachers and/or researchers present their research results and discuss education problems)

Further, the participants were divided into 2 groups and each group was given a hypothetical scenario, to present their solutions through the medium of role play:

1) A school leader is faced with a challenge: Twards the end of the academic year, 2 new teachers (TGT) have joined; they need to be oriented on school culture and curricular expectations in a short period of time. How will the school leader go about in-house orientation and what mechanisms must be in place so that in such an event, the school is prepared for induction processes?
2) The new NCF-SE 2023 has been launched and teachers in a secondary school need to be oriented upon on the new expextations linked with the document and also upgraded on new and relevant pedagogical processes. What will be the roadmap for academic orientation and teacher professional development in the school for one academic year?

Day 5: 6th June 2025

0930 to 1115 hours

The first session of the last day of the workshop was taken by Dr Charu Malik on Action Research. The participants learnt basic concepts of action research The session provided comprehensive briefing on the purpose and structure of the activity, guiding the participants through key considerations that underpin effective evaluation. Dr Malik gave a brief about the meaning of Action Research She deliberated that action research is a reflective, systematic approach to problem-solving and improvement in a specific context (e.g., classroom, workplace, school systems, community). The key idea is doing research in a specific area to improve the ongoing process. Thus, it can be clearly stated that action research is a research method that aims to simultaneously investigate and solve an issue. In other words, as its name suggests, action research conducts research and takes action at the same time.

Participatory: Involves those affected by the issue.

Cyclical: Follows a cycle of planning, action, observation, and reflection.

Context-specific: Focused on solving real-world problems in a specific setting.

Improvement-oriented: Aims at positive change, not just knowledge creation.

She emphasized the importance of understanding action research to ensure quality education. Particularly popular with educators as a form of systematic inquiry, it prioritizes reflection and bridges the gap between theory and practice. Due to the nature of the research, it is also sometimes called a cycle of action or a cycle of inquiry.



The session focused on several critical questions to frame Action Research on Nipun Bharat focusing on Foundational Language and Literacy. If one has to do action research on Foundational Numeracy and mathematics skills, the steps can be to understand the ability to reason and apply simple numerical concepts in daily life problem solving, pre number concepts, seriation, classification and recognizing patterns, its operations, shapes and patterns, etc.

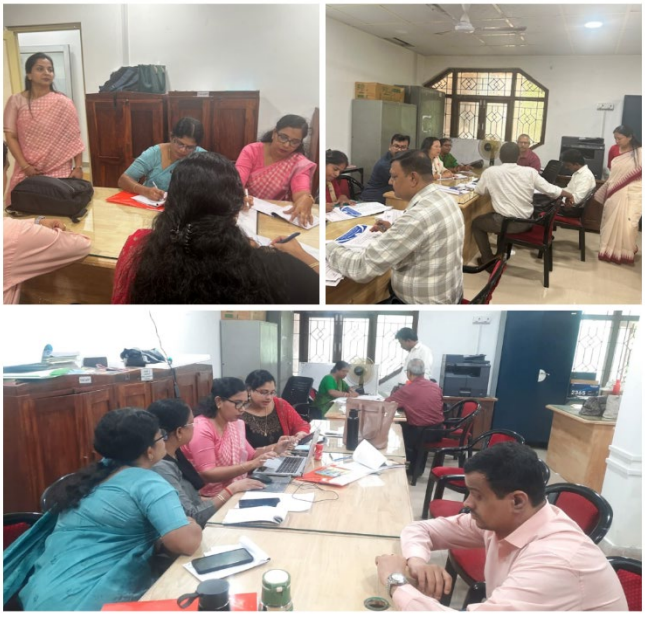
The group deliberated on the top defining features if it encompasses broader systemic changes generated by their leadership. the focus was on capturing quantitative indicators of school improvement and leadership effectiveness the final part of the discussion

centered around selecting appropriate methods and designing contextually tools participants brainstormed ideas for outlining the parameters which can be used for any action research that was required from their point of view.

The session ended with Dr Malik encouraging each participant to further focus on action research to enhance the prevailing situation by solving immediate problems. They were also encouraged to identify an issue that they wish to investigate by asking focused questions, imagining a way forwards with intervention and evaluation. After that modifying the plan in light of the results found and continuing with the action and further evaluating the modified action. This process will lead into a new action- reflection cycle. At the end of the session Dr Malik encouraged all to streamline their vision and strengthen for the maximum learning outcomes of the students through such meaningful action researches. She further informed the group that such researches additionally serve as a framework to ensure quality improvement for education. The overarching vision is to establish a unified that energized and catalyzes the educational landscape across the country.

Tea break 1115 to 1130 hrs

The second session of the day was on the theme 'Group Work on Developmental Planning for School Ecosystem' Group Work on Developmental Planning for School Ecosystem Dr Charu Malik SCERT and DIET Faculty were engaged in Developmental Planning for School Ecosystem



Dr Malik discussed that School Developmental Planning is a strategic plan for improvement. It should bring together, in a clear and simple way, the school's priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve. A development plan for a school ecosystem creates a vision for continuous improvement across all aspects of the school, from teaching and learning to infrastructure and community engagement, by setting strategic goals, involving stakeholders, leveraging data, and promoting ongoing professional development for staff. The process involves a continuous cycle of review, design, implementation, and evaluation to foster a flexible, collaborative learning community focused on student well-being and holistic development

The vision and planning to define school's vision and mission for the measurable goals for academic achievement as well as student well being of the schools in Andaman, to

implement strategies by focusing on teaching and learning by strengthening teacher development through a positive school culture leading to holistic school ecosystems s

Lunch break :1400 to 1530 hours

The post lunch session was handled by Dr Gyaneshwari Longjam and Dr Tripti Singh SCERT and DIET Faculty were engaged in Developmental Planning for School Ecosystem The participants were divided into four groups to make indicators for development plan for schools for Andaman and Nicobar Islands. At the end there was group presentations from each group and highlighted the need and further plan for way forward for the educational improvement. The participants were very enthusiastic in illustrating how they will use the school development planning process to support their improvement, time to time revision of the school process, resulting in actions and accomplishing targets of school development.





Finally, after the tea break there was Valedictory Session 1545 to 1700 hours.

Ms. Sangeeta Chand, Director, SIE gave a brief on the Workshop Proceeding and thanked the Resource Persons from NIEPA. There was a short feedback session from the participants. It was followed by certificate distribution. The vote of thanks was given by the organizing team of the State Institute of Education, Shiksha Sadan, A&N Islands.


कार्यालय, सचिव शिक्षा
OFFICE OF SECRETARY EDUCATION
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ANDAMAN AND NICOBAR ADMINISTRATION
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